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ANNUAL REPORT

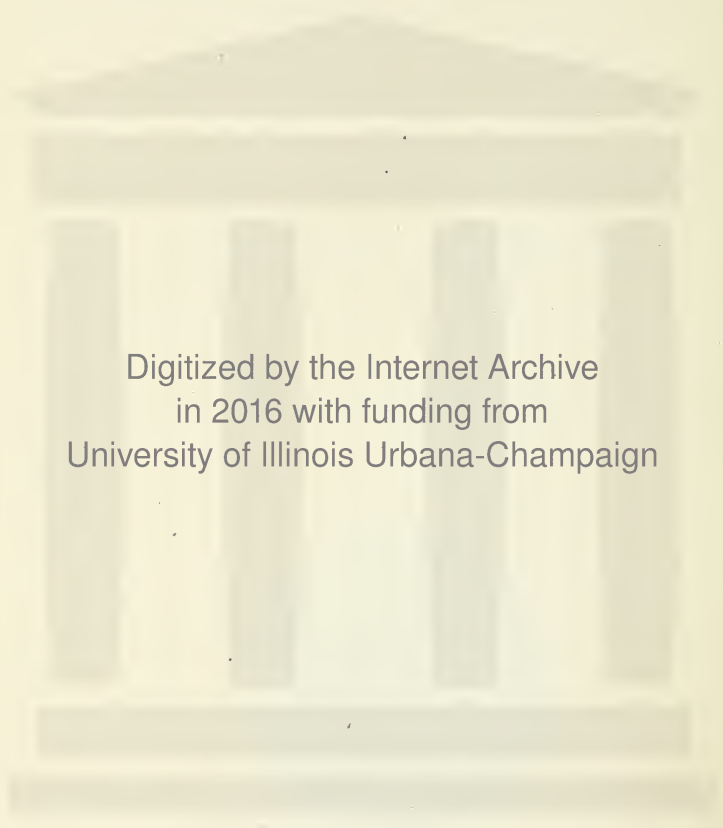
OF THE

SCHOOL BOARD,

FOR THE YEAR ENDING DECEMBER 31, 1897.



EVERETT, MASS.:
PRESS OF FRANK D. WOODBURY.
1898.



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ANNUAL REPORT

OF THE

SCHOOL BOARD.

SCHOOL BOARD, 1897.

Members at Large.

- *Edward C. Mead Term expires January, 1900.
350 Broadway.
- James E. Freeman Term expires January, 1899.
122 Cottage street.
- Frank J. Aiken Term expires January, 1898.
693 Broadway.

Members from Wards.

- *Francis Batchelder, Ward 1 . . Term expires January, 1899.
378 Broadway.
- Marietta Currier, Ward 2 . . Term expires January, 1898.
104 Ferry street.
- Amos Harris, Ward 3 Term expires January, 1899.
23 Linden street.
- Sarah J. Clough, Ward 4 Term expires January, 1898.
8 Dyer avenue.
- George E. Whitehill, Ward 5 . . Term expires January, 1900.
16 Norwood street.
- William B. Marshall, Ward 6 . . Term expires January, 1900.
27 Summer street.

*Resigned, to take effect January 1, 1898.

Organization of the Board.

Amos Harris, Chairman. Albert W. Lewis, Clerk.

Superintendent of Schools.

Randall J. Condon, 6 Warren street.

Office at High School Building, Summer street. Office hours, 8.15 to 9;
4.15 to 5.15, on school days.

Standing Committees.

- Accounts and Estimates. — J. E. Freeman, Francis Batchelder, E. C. Mead.
- School Houses and Supplies. — Francis Batchelder, J. E. Freeman, E. C. Mead.
- Rules and Regulations. — W. B. Marshall, F. J. Aiken, Amos Harris.
- Teachers. — F. J. Aiken, Marietta Currier, G. E. Whitehill.
- Text-Books and Curriculum. — Amos Harris, G. E. Whitehill, F. J. Aiken.
- Music and Physical Culture. — Francis Batchelder, W. B. Marshall, Amos Harris.
- Drawing. — Marietta Currier, J. E. Freeman, E. C. Mead.
- Manual Training. — E. C. Mead, W. B. Marshall, J. E. Freeman.
- Truancy and Attendance. — G. E. Whitehill, S. J. Clough, Marietta Currier.
- Evening School. — S. J. Clough, F. J. Aiken, G. E. Whitehill.
- High School. — Amos Harris, G. E. Whitehill, Francis Batchelder.
- Centre School. — S. J. Clough, E. C. Mead, Amos Harris.
- Devens School. — Francis Batchelder, F. J. Aiken, E. C. Mead.
- Glendale School. — J. E. Freeman, G. E. Whitehill, W. B. Marshall.
- Hancock School. — G. E. Whitehill, Marietta Currier, W. B. Marshall.
- Mt. Washington School. — W. B. Marshall, J. E. Freeman, F. J. Aiken.
- Summer Street School. — J. E. Freeman, G. E. Whitehill, Marietta Currier.
- Warren and Franklin Schools. — E. C. Mead, Francis Batchelder, Amos Harris.
- Webster School. — Marietta Currier, W. B. Marshall, Francis Batchelder.
- Winslow School. — F. J. Aiken, J. E. Freeman, S. J. Clough.
- Winthrop School. — G. E. Whitehill, S. J. Clough, E. C. Mead.

Clerk's Financial Report.

RECEIPTS.

Appropriation	\$85,000 00
Extra Appropriation	4,500 00
Receipts, sale books and paper	174 35
Total	<hr/> \$89,674 35

REPORT OF THE SCHOOL BOARD.

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EXPENDITURES.

Salaries, Teachers and Superintendent	\$60,079 75	
Salaries, Janitors	6,673 00	
Salaries, Clerk	500 00	
Salaries, Truant Officer	200 00	
Fuel	4,862 68	
Text Books	3,762 68	
Supplies	3,416 42	
Repairs	3,935 53	
Furniture	2,364 89	
Incidentals	2,126 03	
Evening School	935 63	
Expressing	235 42	
Rents	380 00	
Printing	263 33	
	<hr/>	
Total		\$89,735 36
Overdraft		61 01

School Property.

REAL ESTATE.

School.	Building.	Land.	Total.
High	\$64,000 00	\$4,400 00	\$68,400 00
Centre	25,000 00	7,000 00	32,000 00
Devens	15,000 00	7,500 00	22,500 00
Glendale	15,000 00	5,500 00	20,500 00
Hancock	13,500 00	2,000 00	15,500 00
Mt. Washington	12,000 00	4,800 00	16,800 00
Nichols	12,000 00	3,200 00	15,200 00
Warren	22,000 00	2,400 00	24,400 00
Webster	27,500 00	(Included in Park.)	27,500 00
Winslow	11,000 00	5,400 00	16,400 00
Winthrop	13,000 00	2,000 00	15,000 00
Franklin	6,500 00	1,800 00	8,300 00
Lincoln (unfinished)	9,000 00	3,000 00	12,000 00
	<hr/>	<hr/>	<hr/>
Totals	\$245,500 00	\$49,000 00	\$294,500 00

PERSONAL PROPERTY.

Furniture	15,850 00	
Books	6,000 00	
Apparatus	4,100 00	
Material	1,500 00	
	<hr/>	
Total		27,450 00
General Total		<u>\$321,950 00</u>

Estimated Amounts Required, 1898.

Salaries, Teachers and Superintendent . . .	\$69,397 00
Salaries, Janitors	7,300 00
Fuel	4,625 00
Text Books	4,100 00
Supplies	3,000 00
Repairs	3,400 00
Furniture	500 00
Evening School	1,000 00
Expressing	200 00
Printing	150 00
Rents	500 00
Truant Officers	200 00
Incidentals	2,500 00
	<u>\$96,872 00</u>

REPORT OF THE SCHOOL BOARD.

To His Honor the Mayor and the City Council of Everett:

GENTLEMEN,—In submitting its fifth annual report since Everett became a city it seems opportune to call special attention to the almost phenomenal growth of our schools during the past five years. Comparing the year just closing with the year '92 (the last year as a town), we find the number of pupils has nearly doubled. This rapid increase, of necessity, has placed a proportionally increasing burden on the city, and during the past year there have been employed in our schools nearly twice as many teachers as in '92, and the amount of money required during '97 has been approximately only \$10,000.00 less than twice the amount spent five years ago for school maintenance.

During this time five new buildings have been built, including the High School Building; one building has been enlarged by the addition of four new rooms, and in most of the buildings, erected previous to '93, it has been necessary to inaugurate new systems of heating and ventilating, together with the introduction of new sanitariums. While the demand for additional accommodations is still urgent and likely to continue, yet, with the exception of the Franklin School, all of our present buildings are in such a condition that no other expensive changes are likely to be needed in this direction for some time.

The business of this department has grown to such proportions that it has become necessary to adopt methods to insure the economical handling of its funds, which, years ago, were not required. That it may be easy to fix the responsibility for every action taken by any member of the Board, or any employee, we have adopted the duplicate order book for the purchase of books and supplies, repairs, etc. Such books have been placed in the hands of the sub-committee on school houses, and with the superintendent. Also, in the transfer of books and supplies from the stock room, or between schools, a system of receipts and requisitions is used. We have also adopted a system of accounts which shows in detail the distribution of our funds, the expense of each school being kept by itself.

Another improvement was the adoption of a so-called "text-book journal," for the use of the superintendent, which shows the exact location of every book used in the schools, and by which the principals are held responsible for every book delivered to them.

The installation of a telephone has been of great benefit to our members, as it puts them in easy communication with the superintendent at all times and allows a quick solution of many questions which come up between the meetings of the Board. The sub-committees on school houses and supplies have been consolidated as the work of the two were so near alike.

The matter of the condition of our school grounds has been a theme for discussion for a number of years, but this year a beginning was made on the High School grounds. This building, the finest in the city, with its harmonious surroundings is now one which all our citizens and pupils can look upon with pride. We hope the good work may go on and that in the near future the condition of our school grounds will not be a standing reproach to our city.

Another change which has been adopted is a new set of rules defining the duties of our janitors which makes their work uniform throughout the city and defines their responsibility.

The past year the maximum salary of the different grades has been raised fifty dollars. This action was made necessary by the fact that the cities in our immediate vicinity were paying from \$75.00 to \$125.00 more as a maximum salary, and it was possible for them to secure many of our best teachers. It also made it a burden for us to compete with them in securing strong teachers to fill vacancies.

If teaching were the daily doling out of mere text book information, or if our children could be educated by machinery, it would matter little what kind of teachers we employed; but in order to properly educate our pupils their mental conditions must be aroused, stimulated and developed in the best possible way, and this can be done effectively only by contact with a healthy, normal and vigorous mind, exerted through the personality of the individual teacher.

This increase of salary has helped us to secure a better class of teachers to fill our vacancies and has so far largely reduced the number of teachers leaving us to accept a higher salary.

The School Board is fully aware of the value and importance of intelligent physical culture and manual training as a factor in our education that fits pupils for life, and we already have instruction given in clay modeling, light gymnastics and sewing in many of the grades, and have this year for the first time introduced mechanical drawing into the Evening schools. Owing to the necessary expense which must follow the introduction of manual training, this line of education has not received the attention which its importance rightly deserves. The State law requires cities containing a population of 20,000 or over to provide manual training, but owing to the fact that at the last State census our population had not reached 20,000 we are not required by technical law to introduce manual training for the next two years. We trust, however, it will be possible at an early date to inaugurate a system of physical culture in the lower grades which will tend to develop the physical powers of our children, and which eventually can be combined with manual training and athletic sports in such a way that physical education may go hand in hand with mental training.

At present, by the personal influence of the principal, and the voluntary co-operation of the pupils of our High School, the athletic contests of our pupils have been a stimulous help in the work of the class-room. It is to be hoped that in the near future it will be possible for the school officers of the different High Schools in this vicinity to unite on some basis of control which will allow a continuation of these athletic contests in such a manner as to be free from objectionable features, and yet to be of advantage to the pupils participating and the schools as a whole.

During the past year the work of our High School has been extended by the introduction of a commercial course. This has increased the total expense of the school, since it was necessary to employ teachers competent to teach stenography and typewriting, and also to purchase six new typewriters and quite expensive outfits in the way of text books and supplies for this department. The large number of pupils who have taken this course proves the wisdom of the undertaking, and we feel confident that the additional expense incurred will be more than equalled by the benefit derived by the pupils taking the course.

At the election of 1896 an amendment to our City Charter was adopted which affected the powers of the School Committee. So far it has not proved so satisfactory in its practical workings as its advocates hoped, especially in that portion of sec. 48 which refers to repairs, alterations, etc. A literal interpretation of this section would necessitate the appointment of a commission for every alteration in our school buildings, however trivial. It is desirable that the powers granted the School Committee by the State and the City Charter should in no way seem to conflict, and that they should be so clearly defined that authority for its action will not be subject to various interpretations by the different chief executives.

The School Board for the year '94 recommended that the superintendent be entrusted with increased powers, especially in the matter of recommending new teachers. This recommendation has been carried out with the most satisfactory results. With the number of teachers now employed and the number of pupils now in attendance it is almost impossible for every or any individual member of the Board to have a personal knowledge of much of the work in detail. At present the Board as a whole and many of the sub-committee depend in a large measure upon the personal knowledge and judgment of the superintendent for information in regard to the efficiency of teachers and the relative merits of various methods of school work. In assuming this responsibility we feel that our present superintendent has unselfishly earned and has secured the unqualified support of the Board, and, we are pleased to think, the confidence and good will of the teachers, pupils and patrons of our school.

We feel that this report would not be complete without mention of our appreciation of the faithful and efficient service of our teachers. With the spirit of harmony and good will which prevails theirs is a labor of love, as well as a means of earning a livelihood. It is this same spirit which keeps Everett in the foremost rank of cities in educational matters, and long may she hold this position, for in the future welfare of our country we must look to the youth of to-day, whose moral and educational training is the most momentous question of the present time.

G. E. WHITEHILL,	} <i>Committee on</i>	
WM. B. MARSHALL,		} <i>Annual Report.</i>
J. E. FREEMAN,		

In Memoriam.



MRS. JOANNA HARRINGTON.

TEACHER IN GRADE 7, WEBSTER SCHOOL.

DIED NOV. 25, 1897.

SUPERINTENDENT'S REPORT.

To the School Board of Everett:

I herewith submit to you my seventh annual report,— a record of a year of constant, united, harmonious effort on the part of all connected with the department to furnish to the four thousand pupils of this city that instruction which will best fit them for intelligent, vigorous, successful American citizenship.

The usual summaries are placed at the beginning of the report and the full tables in the appendix.

Statistics.

BUILDINGS.

Containing ten rooms	1
Containing nine rooms	2
Containing eight rooms	4
Containing four rooms	4
High School	1
Total	12

SCHOOLS.

High School, rooms	9
Grammar School, rooms, grades 4 to 9	44
Primary School, rooms, grades 1 to 3	36
Evening School, rooms (also used by Centre Grammar)	4
Rooms rented outside school buildings	3

TEACHERS.

Number employed.	Men.	Women.	Total.
In High School	4	6	10
In Grammar Schools	3	51	54
In Primary Schools	0	39	39
In Evening Schools	6	1	7
Music	1	0	1
Drawing	0	1	1
Sewing	0	1	1
Totals	14	99	113

PUPILS.

	1896.	1897.
Number enumerated May 1, between the ages of five and fifteen years	3,638	3,713
Increase	338	75
Whole number enrolled during the year	4,837	5,259
Increase . . . . .	.....	422
Number over fifteen	305	373
Number between five and fifteen	4,532	4,886
Number between eight and fourteen (age taken Jan. 1)	2,559	2,791

ATTENDANCE.

A. WHOLE NUMBER ENROLLED.

Centre School	464	465
Devens School	669	675
Franklin School	279	306
Glendale School	621	679
Hancock School	332	336
High School	229	234
Mt. Washington School	457	531
*Nichols School . . . . .	.....	65
Summer Street School	281	284
Warren School	242	355
Webster School	401	439
Winslow School	521	565
Winthrop School	341	325
Total enrollment	4,837	5,259
Increase		422

*The records for the Nichols School are for two months of the fall term only, averaged for the year.

B. AVERAGE MEMBERSHIP.

Centre School	386.46	391.97
Devens School	460.84	477.96
Franklin School	194.36	187.17
Glendale School	530.77	453.70
Hancock School	176.61	192.25
High School	218.46	223.91
Mt. Washington School	345.94	368.08
*Nichols School . . . . .	.....	39.75
Summer Street School	197.24	171.70
Warren School	335.24	311.27
Webster School	147.06	371.97
Winslow School	402.24	414.27
Winthrop School	205.44	185.92
Membership	3,608.66	3,789.92
Increase		181.26

C. AVERAGE ATTENDANCE.

	1896.	1897.
Centre School	369.58	371.39
Devens School	438.76	452.24
Franklin School	184.01	174.41
Glendale School	503.70	431.24
Hancock School	169.84	181.18
High School	212.30	215.07
Mt. Washington School	328.87	345.64
*Nichols School . . . . .	.....	38.21
Summer Street School	188.48	161.63
Warren School	320.57	292.27
Webster School	140.16	355.40
Winslow School	382.96	389.18
Winthrop School	193.07	168.26
Attendance	3,432.30	3,576.12
Increase		143.82

D. PER CENT. OF ATTENDANCE.

Centre School	95.63	94.67
Devens School	95.21	94.61
Franklin School	94.70	93.05
Glendale School	94.90	95.05
Hancock School	96.14	94.24
High School	97.19	96.06
Mt. Washington School	95.05	93.90
*Nichols School . . . . .	.....	90.50
Summer Street School	95.50	94.13
Warren School	93.76	93.56
Webster School	95.40	95.55
Winslow School	92.20	93.94
Winthrop School	93.97	90.50
Total per cent. of attendance	95.11	94.33
Per cent. of attendance to enumeration,	94.07	96.31

E. DAYS OF ABSENCE.

Centre School	3,109	3,720
Devens School	4,017	4,664½
Franklin School	1,870	2,310
Glendale School	4,731	4,127
Hancock School	1,235	1,930½
High School	858	1,671
Mt. Washington School	3,761	4,072½
*Nichols School . . . . .	.....	749
Summer Street School	1,605	2,062½
Warren School	4,273	3,385
Webster School	1,171	2,878½
Winslow School	3,501	4,559
Winthrop School	2,750	3,223½
Total	32,881	39,352½
Increase		6,471½

REPORT OF THE SCHOOL BOARD.

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F. CASES OF TARDINESS.	1896.	1897.
Centre School	266	381
Devens School	496	472
Franklin School	688	507
Glendale School	498	411
Hancock School	152	265
High School	73	252
Mt. Washington School	678	413
*Nichols School	-----	49
Summer Street School	371	275
Warren School	564	618
Webster School	130	161
Winslow School	283	308
Winthrop School	511	439
Total	4,710	4,551
Decrease		159

G. NUMBER NOT ABSENT A SESSION FOR ONE TERM.		
Centre School	351	286
Devens School	346	310
Franklin School	126	92
Glendale School	324	350
Hancock School	174	135
High School	221	242
Mt. Washington School	165	219
*Nichols School	-----	0
Summer Street School	152	117
Warren School	148	162
Webster School	231	277
Winslow School	344	242
Winthrop School	89	1
Total	2,671	2,433
Neither absent nor tardy one term	2,244	1,035

H. VISITORS. (Not including the Superintendent.)		
Centre School	575	498
Devens School	1,003	1,174
Franklin School	190	183
Glendale School	819	946
Hancock School	426	750
High School	191	183
Mt. Washington School	473	651
*Nichols School	-----	42
Summer Street School	595	765
Warren School	299	426
Webster School	644	559
Winslow School	1,048	784
Winthrop School	462	414
Total	6,665	7,375
Increase		710

I. ENUMERATION.		1896.	1897.
Centre District		1,237	1,217
Glendale District		779	868
Mt. Washington District		648	676
Warren District		457	476
Winslow District		517	476
		<hr/> 3,638	<hr/> 3,713
COST.			
Total amount available for school purposes,	\$78,994 35		\$89,674 35
Amount expended	78,994 35		89,735 36
Cost for each child in town between five and fifteen	21 71		24 16
Paid for teaching (day schools)	52,374 93		57,979 75
Cost for teaching each pupil (basis average membership)	14 51		15 61
Expended for text-books and supplies	6,444 15		7,229 73
Cost of supplies and text-books per pupil (membership)	1 78		1 92

Accommodations.

At the present time three classes are located in rented rooms—two first grades from the Glendale School in a store and the vestry of the Glendale Baptist Church respectively, and a third grade from the Winslow School in the Swedish Vestry on Liberty street. These rooms are fairly well adapted to school purposes, the most so of any rooms we have ever been able to obtain, outside of our regular school buildings.

In addition to this, two first grade classes are running on half time,—one at Devens and one at Winslow. These are on “half time” because it is impossible to hire outside rooms to allow them a full day’s schooling. Three classes are still located at Warren who ought to be accommodated this side the track.

This gives six classes who will attend the new school on Cleveland avenue, which has been named “Lincoln,” when it is completed. An eighth grade at the Centre School, located on the third floor, should also be transferred. This will leave one vacant room, but before the building is ready for occupancy the surplus pupils who will apply for admission will more than fill all available room.

To make the problem a little clearer — one class will next June graduate from the Centre, but no class can enter there if we discard the use of the recitation room now occupied by a small eighth grade. One class is to graduate from the Winslow, but three extra rooms will be needed there to take care of the pupils who will have applied by September next. The three or four highest grades must be transferred to the Lincoln, reducing Winslow to a grade corresponding to Glendale and Mt. Washington. The three classes which must be promoted from Devens, one from Winthrop, three to return to Centre from Warren and the three from Winslow will give ten grades for the eight room building.

Possibly the two classes at the Centre will be small enough so they can be combined and two of the classes at the Lincoln similarly combined. This at the lowest estimate would fill every room in the central portion of the city at the opening of the schools next year.

In the northern part of the city the conditions will be as follows: — One room at Webster will be left vacant by graduation. The seventh grade from Mt. Washington will occupy that. None can be promoted from Glendale. A fourth grade to be promoted from Hancock to Glendale will be without accommodations, as will the two classes now in outside rooms and one hundred new pupils who will ask for admission next April and September.

This leaves five classes without rooms at Glendale. In addition to this several rooms will be badly crowded.

To meet this condition, there must be a four room building in the Glendale section ready for use next September. This need is imperative and steps should be taken at once to secure this building.

It is a little difficult to decide upon the proper location of this building. At the present time the need is greatest south of Ferry street, as there are not enough children north of Ferry street in the primary grades to fill more than two rooms, unless we take them from the immediate vicinity of the Glendale School. If, however, permission could be obtained for pupils to cross the Woodlawn Cemetery property to Gledhill avenue, about seventy-five primary children living at Washington Park could be as well

accommodated at a new school located north of Ferry street as at Glendale. This would practically fill the four rooms and would relieve Glendale to that extent. The near future growth of this section appears certain and it would seem wise to build while suitable lots are available and before the price of land advances.

A fourth grade will go out of Nichols next June and a third grade from Summer street and there are no rooms to which they can be sent.

Within a year from next September, eight more rooms will be needed to provide for the surplus pupils in Glendale, Webster, Mt. Washington, Nichols and Summer Street Schools.

I would recommend that in addition to the four room building that application be made at once to the Mayor and City Council for an eight room brick building east of Broadway in the vicinity of Lexington street.

Also that your request for finishing the third floor of the High School into two class rooms be renewed. The High School must have these rooms by another fall if it is to do the work which you have laid out for your new commercial course in addition to the other regular courses. They are getting along at the present time by using the rooms of the School Board for the classes in typewriting.

To summarize, I recommend : —

1. — The Lincoln School, completed, with eight rooms.
2. — Two additional rooms in the High School.
3. — A four room building in the Glendale section.
4. — An eight room building on Lexington street.

If the three first are ready for use in September there will still be three classes without accommodations ; by the next April this will amount to six ; and by the following September to twelve classes of six hundred pupils without school accommodations, unless the eight room building is begun early this year. It is no economy to delay building. The cost of renting outside rooms is fully equal to the interest upon the money borrowed to erect school buildings. The only question seems to be, which shall we borrow, rooms poorly adapted to school purposes, or money to erect well lighted, heated and ventilated school buildings? The expense being practically the same, there would seem to be no choice which course to pursue.

The State says the school committees *must* provide rooms. If the City Council refuses or delays authorizing their erection in time for use as they are needed they must be hired, and in either case the city has to pay the bills.

Beautifying School Grounds.

It is hardly necessary at this time to repeat the recommendations of the last three years, that the grounds about the various school buildings should be put in such shape as to afford a better setting for the only public buildings, except the library, that the city owns. The movement in this direction has already had a good beginning at the High School. The school grounds are in nearly every case of limited area, and this affords all the more reason why they should be made as attractive as possible.

I should think \$2,000 would be sufficient to grade and seed for lawns the grounds in front of all the buildings, and in addition lay cement or granolithic walks where needed.

By co-operating with those in charge of the Glenwood Cemetery these grounds can be rendered very attractive with shrubbery and flowers. Supt. Wallis has taken much pleasure in co-operating to render the school rooms more attractive by supplying each autumn several thousand plants, and has expressed a willingness to go further and assist in setting out plants upon the school grounds in the spring. The Summer Street School had a very attractive garden last summer; and Mr. James L. House, janitor of the Winthrop School, rendered the grounds of that school beautiful by his intelligent setting and care of the plants. I believe an appeal to the City Council for \$2,000 to put these grounds in shape next spring would receive favorable action. Its expenditure would benefit every part of the city and would not only contribute to the cultivation of the pupils through neater surroundings, but would render the city more attractive to strangers and afford pleasure to our own citizens.

Nichols School.

This school, named for one of the oldest families of the city, formerly owning the farm of which the lot formed a part, was opened to the reception of pupils about the first of November. It is a very attractive four room building, so planned that

four rooms can be added with the smallest amount of change in the building as now constructed.

The following extracts from the report of G. Wilton Lewis, the architect, afford a good description :—

“As one enters the vestibule he finds stairs to the basement, two at each entrance. The two divisions of the basement are completely separate from each other, only a single door for the use of the janitor making the connection.

Besides the necessary areas for the heating and ventilating system, there remains 1,200 square feet for recreation rooms for each male and female division.

The basement is light and airy, and has a cement floor. The heating and ventilating system is the work of “The Smith & Anthony Company,” of Boston, who have taken much pains to make it an ideal system both in service and mechanical skill.

The introduction of a new type of boiler, — a water-tube boiler, — the only one in the city, furnishes a compact and powerful heater, taking not much more than half the area of the tubular boiler. If its claims prove true, it is an ideal boiler for school buildings. It meets with hearty approval wherever it has been used. The Fuller & Warren Company furnish the sanitary arrangement for the building.

The first story contains two standard size class rooms, well lighted from the left and rear of the pupils, with a four foot band of blackboards of Pennsylvania black slate. They are durable and give the best possible surface for crayons. They are placed low, within the easy reach of the primary pupils.

A teachers' room between the class rooms is a delight to the teachers, convenient, ample and retired.

There are two sets of sashes to each class window, which is a great advantage in extreme weather and will economize the running expenses of the school, so far as fuel is concerned.

The rooms are tinted a soft sage olive, and the wainscoting a terracotta color.

A book cupboard with glazed rolling sashes provides for school supplies. A picture moulding following the walls of both rooms and corridor provides for pictures, maps, charts, etc.

The corridors are 17 feet wide, and extend directly through the building with grand staircases at each end.

They are so arranged that four more rooms may be added by removing the windows and putting doors in their places, using the windows in the new rooms. The corridors and staircases are separated by a triple arch supported by square columns. One of the noticeable features of this study is an attempt to overcome the natural tendency to congestion in case of accident or alarm. This is

done by compelling two separate lines of pupils at each exit. The doors are separate and single, and allow of but one way of exit. There will be no jamming of fingers or of persons in this arrangement. The vestibule doors when standing open will not interfere with entrance and exit. The ease and brightness of the stairs and corridors are noticeable.

The second story is a duplicate of the first. The whole structure is well built, and the design interesting and refined, Colonial in character."

Co-operation of Parents.

A decided effort has been made this year toward securing closer relations with the parents, to the end that the influence of the home might be added to that of the school in securing the best development of each pupil.

The teachers have sought by personal interviews with mothers to get at the real child,—to know his disposition, his desires and peculiarities, to inform her of her child's conduct in school, and together they have settled many matters which either alone would have found difficult of solution. Much of the pupils' written work has been sent home and in this way parents have seen more of the plan and purpose of the teaching as well as the actual work which their children were doing.

The monthly reports have been taken home by all pupils from the fourth grade up, signed by the parent and returned to the teacher. All conferences with the parents resulting from these reports have been welcome and have been of great value unless, as in a few cases only, the parent was anxious for his child to receive a "high mark" without reference to the kind of work done, and had the feeling that he was wronged because the teacher did not give such a mark.

In addition to these regular reports, whenever the pupil's work was falling below "fair," the teacher has filled out and sent the following form to the parent.

EVERETT PUBLIC SCHOOLS.

.....School,189
 My Dear Mr.

I wish to inform you that.....
 record is not satisfactory. Unless there is an improvement he is
 liable to lose his place in the class. Will you please call some
 night after school to consult in regard to his future work?

Respectfully yours,

.....Teacher.
Principal.

A second and in some cases a third has been sent if the first
 received no response. With a few exceptions the conference
 requested has been readily granted. In this way the parents
 and children have known just the state of affairs and if possible
 the proper pressure has been brought to bear to secure satisfactory
 work. In any case the announcement at the close of the year,
 “not promoted,” has not come without sufficient warning.

Measures of Discipline.

SUSPENSION.—It is not often necessary to resort to this form of
 discipline, but a few cases have occurred when this method has
 seemed to be the only one to apply, and when for the good of the
 school as well as for the pupil himself, it has seemed necessary
 to apply rigorous and salutary measures. Ordinarily a pupil so
 suspended is re-admitted “upon probation,” with the promise
 from the pupil of satisfactory conduct in the future, and the
 assurance of the parent that he will use his best efforts to
 have the child conform to the rules of the schools.

Whenever a pupil is suspended the following notice is sent
 at once to the parent:

NOTICE OF SUSPENSION.

EVERETT PUBLIC SCHOOLS.

.....School,189
 Mr.

Sec. 6, Chap. II. of the Rules and Regulations of the School Board,
 reads as follows:

“They (PRINCIPALS) shall have authority, and it shall be their duty to suspend, subject to an appeal by the parent or guardian to the sub-committee, any pupil from school for any of the following reasons :—

1. Truancy persisted in.
2. Violent opposition to authority.
3. Repetition of any offense after notice.
4. Habitual and determined neglect of duty.
5. Use of profane or obscene language.
6. General bad conduct and bad example, tending to the injury of the school.
7. Cutting, marring, destroying, defacing or injuring any of the public property, such as buildings, furniture, fences, trees, and shrubbery.

Provided, always, that they shall immediately, in writing, inform the parent or guardian and the Superintendent of such suspension, and the reason thereof.”

I wish to inform you that I have this day suspended your.....

Cause :

An appeal for reinstatement should be made to
Chairman of the Sub-committee of this school. His residence is at.....

I wish to assure you that I have taken this step with extreme reluctance, and only after milder measures have failed.

Respectfully yours,

.....Principal.

At the same time this printed report, properly filled in, is made to the Superintendent and Chairman of the Sub-Committee :

EVERETT PUBLIC SCHOOLS.

REPORT OF SUSPENSION.

.....School. Grade,.....
 Name,.....Age,.....
 Parent's name,
 Address,.....
 Cause,
 Date.....189

.....Principal.

On the day of Suspension report the case to the Superintendent, also to the Chairman of the Sub-Committee.

CORPORAL PUNISHMENT.—This is used to a limited extent only, and only after other means of bringing the pupil into right relations with fellow-pupils and the school as an organization have proved futile. The rules have been changed during the year so as to require the teacher to inform in writing or in person the child's parent as well as the Superintendent, whenever a corporal punishment is administered.

It would be very unwise to take away from the teacher the right to use this form of punishment. The very fact that they have the power to so do removes largely the necessity for its use. If they did not have this right, it would be necessary to resort to forms of punishment equally as objectionable and less effective.

KEEPING AFTER SCHOOL.—This is a form of discipline for unsatisfactory conduct or "poor lessons," which is in use to a limited extent by nearly all teachers. Upon two separate days in the early part of this month I had the principals make a report to me upon the number of detentions in the various buildings. This report was taken about fifteen minutes after the close of the session. Upon the first night there was no attempt at classification, simply the total number detained. Upon the second night I asked them to divide the number into those detained for additional work and those detained for misconduct. Also to report upon how the pupils were employed. I give the totals in each case.

First night	506.
Second night :	
Detained for misconduct	154
Detained for study	210

This is a problem which needs careful study, the necessity for the detention of the pupils, and the most effective employment of their time when so detained.

The general discipline in nearly every room in the city is in excellent condition; the causes of serious friction are very rare. There is a spirit of firmness with exact justice governed by the most friendly relations existing between teacher and pupils. There are few if any "sarcastic" teachers, and not a single room where the pupils are sullen and show on their faces the pent up forces of discontent and lack of sympathy between them-

selves and their teachers. The entire atmosphere of the schools is sunny, bright, invigorating.

Teachers.

INCREASE OF SALARY.—One of the most important steps taken by the Board has been the increase of the maximum salary, \$50.00. This has enabled us to retain for the past year nearly all of our best teachers; only two have left to accept higher salaries since that move was made, though a number have received offers, and under the old schedule would have gone. It has not only kept our best teachers but has enabled us to secure better qualified teachers to fill new positions. We are still below the average and from \$50.00 to \$75.00 below the maximum of neighboring cities.

SUPPLY.—That we might have a more desirable list of applicants, several printed forms have been prepared and used during the year. If a written application is received, and from the letter it appears that the applicant would be a desirable candidate, an "Application Blank" calling for full particulars in regard to education, special training, experience in teaching, grades taught, number of pupils and for how long, whether as principal or assistant, etc., grade preferred, largest salary received, several references and full directions for visiting school where the applicant is now teaching. This is accompanied by the following slip:

OFFICE OF SUPT. OF SCHOOLS,
High School, Summer St.

Hours: { 8.15 to 9.00 A.M. } On school days.
 { 4.15 to 5.15 P.M. }

EVERETT,189

Please fill out the accompanying blank and return for filing. Give as fully as possible the directions for visiting your school, hours when trains leave Boston, also time of arrival; hours when school is in session; vacations, etc. If you should change your location, please send me notice, and state whether you still wish to be considered a candidate.

Yours truly,

.....
and a large return envelope so the blank may be folded as desired for filing. If the applicant's record is a good one a postal printed as follows is sent:

OFFICE of SUPT. OF SCHOOLS,
High School, Summer St.

Hours: { 8.15 to 9.00 A.M. } On school days.
 { 4.15 to 5.15 P.M. }

EVERETT..... 189

Your application has been received, and will be placed on file for future reference.

Please call at my office some time when convenient for you, as a personal interview would be much more satisfactory than a written application.

Yours truly,

To several of the references the following printed form, properly filled in, is sent:

OFFICE OF SUPT. OF SCHOOLS,
High School, Summer St.

Hours: { 8.15 to 9.00 A.M. } On school days.
 { 4.15 to 5.15 P.M. }

Telephone, 52.

EVERETT..... 189

MY DEAR.....

You have been referred to by
for information in regard to h..... character and work as a teacher.
Will you please give as full information as possible in regard to h.....
scholarship, character, and success as an instructor?

Any information you may give which will be to the disadvantage of
the applicant will be considered confidential if you so desire.

Thanking you in advance for this favor, I am

Sincerely yours,

RANDALL J. CONDON.

The application, with recommendations and replies to the above form of inquiry are filed in alphabetical order in envelopes especially prepared for this purpose.

In a few minutes all the candidates available for a vacancy, about to occur, can be considered and the one who seems to give the greatest promise of filling the particular place most acceptably can be selected.

In May I sent several blanks to the principals of the Massachusetts Normal Schools and to one or two of the best schools in other New England States, accompanied by a circular letter asking the

principal to put these blanks in the hands of the best teachers who had graduated from their schools who could be obtained for the salaries we were paying here, stating what the salaries were. From this source I obtained a very select list of some forty or more teachers from whom we can draw in the future. Indeed, it is safe to say, that of the fifteen teachers appointed this year, there are fewer who are not doing good work than of any similar number selected in previous years.

Improved Teaching Facilities.

Every school room where geography is taught contains excellent sets of maps which show the political divisions of the world, the locations of rivers, lakes, mountains and cities; each building by the purchase this year of ten 12-inch globes, is now supplied with from one to three of this size globe. Beyond this there is no apparatus for bringing the real condition of the world vividly to the mind of the pupil. The instruction in geographical science has so progressed in the last few years and so many excellent maps, models and devices have been invented and manufactured that it seems a crime to do without them. We are so fortunately situated with regard to our school house location that I see a plan whereby we may furnish ourselves with this most valuable apparatus at a comparatively small expense. The High School is at the very centre of the city and can be reached from any other school building in fifteen minutes' walk. I would recommend that one room here be fitted up with the latest and most valuable maps showing the real features of the country,—many of these maps are published by the United States Geographical Survey, and can be obtained at a light expense,—with the best globes; with charts and diagrams; with apparatus for showing the changes of the season, and the effect of the sun and moon upon the tides; with the best pictures of type forms and above all with a stereopticon and slides to illustrate geographical features as they are studied.

These need not all be obtained at once, but a beginning can be made this year and it can be added to from time to time.

Here should come each teacher with her class as she wishes to give them instruction upon some of the features illustrated by this apparatus. I think the class would grasp the subject with a

firmer hold because they were taken away from their regular class-room and were instructed with apparatus for illustration, the force of which had not become weakened by daily contact. This use of the room need not in any way interfere with its use by the High School, as the grammar school classes could occupy it in the afternoon when the High School was not in session.

The lantern which I mentioned above would be of great use in the High School science work. In a similar way it could be used in physiology, and some of the most valuable charts and apparatus for teaching physiology should be purchased and used as I have suggested for geography. The plan is entirely feasible. Indeed, I would make the High School the centre of our school activity and send many of the classes here for instruction in special subjects. If a simple course of lectures could be arranged on "Habits of Health," and "What to do in case of Accidents," etc., and in medical science to be given by some of the physicians of the city; in the physiology and care of the teeth by the dentists; in simple legal proceedings by the lawyers; in business practices by some of the live, wide-awake business men; in the government of the city by some of the city officials; if this could be done the pupils would gain vastly more than from hours of study from text-books or by the patient instruction of teachers. It would be out of the ordinary run of school work, and would make a lasting impression upon the pupils. There could also be talks upon newspaper work, upon electricity in its various applications, indeed upon all the great industries of our modern life. If the men were not all available who might be depended upon for volunteer service, it would not be a great expense to pay for some of the addresses. The same instruction could not possibly be obtained so cheaply in any other way. Of course this instruction should be followed up and fixed by the regular teachers. It's worth trying.

Commercial Course.

No feature of recent introduction in the school work has met a more hearty response from the public than the commercial course. In Mr. E. H. Harris, of the Laconia, N. H., High School, the committee secure a man well calculated to take hold of this new department and make it a success from the beginning.

About seventy-five pupils have entered the course from the various classes, distributed as follows :

Subjects.	Regular.	Special.
Commercial Arithmetic	59	2
Bookkeeping	21	5
Stenography	24	7
Typewriting	24	7
Writing	21	10

The course as outlined in my report of last year, page 33, is three years in length and includes not only stenography, typewriting, bookkeeping, banking and office practice, commercial law and penmanship, but has three hours of English a week for the entire course, four hours of algebra a week for the first year, four of geometry for the second year, three hours of physics for the first year and four of chemistry for the second, three hours of general history for the first year, and three hours of civil government for the third.

For the work in shorthand the Munson System was adopted. The "Business Practice" and bookkeeping text books published by Williams and Rogers were also adopted as the basis of work in that direction.

Three Smith Premier, two Remingtons and one Bar Lock were purchased for the work in typewriting. These have also been used for the evening school classes. It has taken about \$1,000.00 of this year's appropriation to organize the department and will annually require from \$1,200.00 to \$1,500.00 to run it.

Pupils who do not care much for study and who wish to get through easily have a natural inclination to select this course, but the work is being made so thorough and exacting that on that score it is one of the least desirable courses. The most of the pupils are in earnest and are taking the course because it seems to offer them the prospect of a more immediate financial return than the other courses. Many of the pupils are taking the course who would not otherwise be in school at all.

Public Speaking.

With the decay of the village lyceum and the changing conditions of social life, there appears to be a decided loss in effecting public speaking. The colleges and some of the High Schools

are doing something to encourage a revival by their annual debates. But this reaches only a few. With the substitution of an address for the old time graduation essays and declamations there is little opportunity or inclination for a great majority of the young men and women in school at the present time to address public gatherings. Unless such an opportunity is offered and the pupils of to-day are trained in public speaking, and are given confidence in standing upon the platform and looking straight into the eyes of a listening audience, and, in a direct, forceful way, saying what they have to say in such a manner as to move and convince their hearers, there will be a still further decay and platform orators will become rare indeed.

To offer a slight resistance to the strong set of the current in what seems to me the wrong direction, the ebb tide of American oratory, I planned a series of contests in public speaking between the five ninth grade classes. Each class with the advice and consent of the teachers was to select five girls and five boys with whom they were most willing to rest the honor of representing the class before the public. These were to be selected largely upon the showing they had made in their speaking each week in the various class rooms.

The sub-committee of the various schools were to act as judges, selecting from each group of contestants one boy and one girl who had done the best all round speaking, taking into account memory, articulation, gesture, platform appearance, and the general effect with which the selection was rendered. A final contest was to follow these preliminary contests in which these ten select speakers were to contend for the final honors.

The results were satisfactory beyond expectation. There was just enough of rivalry to furnish the keenest incentive for each class to do its level best. The contests, excepting the final, were held in the High School hall. The entire arrangement of decorating, ushering, etc., were left with the classes. And they responded with credit to themselves and the school they represented.

The final contest was held in Y. M. C. A. Hall upon the evening of June 3d. I had selected as judges Supt. G. A. Southworth of Somerville, Supt. F. H. Nickerson of Whitman and Supt. B. F. Robinson of Melrose—men entirely free from local

conditions and not even knowing the schools from which the pupils came, and men whose judgment would be respected. They awarded the honor for best speaking among the boys to Stephen J. Gilman of the Warren School, who declaimed "How Sal-vator Won;" from among the girls they selected Mattie Dickey of the Webster School, who recited Will Carleton's "First Settler's Story."

In the appendix will be found the full programme for each evening. The speaking throughout was of a superior order, comparing very favorably with the best efforts of pupils of more advanced schools. A great impetus was given to public speaking, and many of the pupils had revealed to themselves powers and gifts in this direction which they had never dreamed of possessing. The results were so gratifying that the same plan will be followed this year. I would suggest that the School Board consider the desirability of granting a diploma or some form of testimonial of excellence in this direction to the successful contestants.

Ninth Grade Laboratory Work.

To secure a closer relationship between the graduating classes of the Grammar Schools and the High School, as well as to give the ninth grade science its greatest value, a series of ten lessons in experimental work in the physical laboratory was outlined under the direction of Mr. Herrick, science teacher in the High School. All the pupils of the ninth grade, in groups of from twenty to twenty-five each, spent one hour of each week for ten weeks of the spring term in performing a simple but logical line of experiments. Mr. Herrick readily undertook this extra work without additional compensation, and is deserving of much commendation for the intelligent and thorough way in which he seized upon the needs of this new line of work. His acquaintance with these pupils, and his estimate of their capacity and inclination for work have been of much value, not only in his own department, but to the other teachers. I submit the report which he has handed to me upon this work:

"During the spring term of 1897 the 175 pupils of the ninth grade came to the High School physical laboratory for ten lessons in Physics. Seven divisions of about 25 pupils each worked one hour

every week ; two divisions on Mondays and Wednesdays, one division Tuesdays, Thursdays and Fridays.

The outline of the work was as follows : 1st lesson.—Metric table of length ; practice in measuring straight lines and estimating distances ; best method of using rulers. 2d.—Relation of the lines of the right triangle. The pupils measured the lines of the triangles and compared the sum of the squares of the two sides with the square of the hypotenuse. 3d.—Metric table of weight ; practice in accurate weighing with balances. 4th.—Ascertaining the density of water. 5th.—Simple laws of friction. 6th.—Single pulley. 7th.—Double pulley and combinations of pulleys. 8th.—Law of the inclined plane. 9th.—Weight and pressure of air. 10th.—Elementary facts about electricity and magnetism.

In the first eight lessons the pupils performed the experiments, and were required to record their results in note books. In the last two lessons the instructor performed the experiments and discussed the results with the classes.

The course was planned with the purpose of developing accuracy and attention to detail. The course was also valuable in training the hand and eye. In fact, work in the physical laboratory, if properly done, is hardly inferior to manual training in securing co-operation of head and hand. Perhaps the best thing of all resulting from this course was the creation in the minds of the pupils of an interest in the High School. Coming in close contact as they did with the work of the High School, it is very probable that some, who otherwise might have remained indifferent to further study, were inspired with a desire to continue their school life beyond the grammar grades.

The great majority of the pupils took much interest in their work, and readily caught the idea of the experiments. Their courteous manner and eagerness to work reflect much credit on the teachers of the ninth grade.

Respectfully submitted,

C. R. HERRICK."

Reading.

The most important change in methods of work during the year has been the adoption of the "Rational Method in Reading" with the purchase of the series for the three lower grades. It means vastly more than the adoption of a new series of books. It is a radical change in our method of treating reading. It is no experiment. The system has been in use in the city of Brooklyn, N. Y., for over five years, and has demonstrated its value by its increased usefulness each year.

Your chairman and myself spent nearly a week, in May, in an inspection of the work in a large number of classes in that city. The investigation was as thorough as possible and was conducted under the most favorable conditions. We met with the most kindly reception from principals and teachers. They seemed to consider it a pleasure to afford all possible opportunity for obtaining information. We visited girls' classes, boys' classes and mixed classes. We saw schools with children from wealthy homes and schools with children from some very poor homes. We saw exemplified in class teaching all the distinctive features of the system, and were afforded abundant opportunities for giving whatever tests we liked in sight reading. I gave a large number of sight selections from ordinary school readers as Cyr's, Franklin's, Barnes', Harper's and others; also from nature, geographies and more strictly literary readers. The results in each class were of a uniform excellence which I have never before experienced in the reading of young children. The expression was delightfully natural and intelligent; the knowledge of words and the pronunciation little short of marvelous; the articulation and clearness of enunciation was far superior to anything observed in the schools of this section. It consisted in giving the exact and full value to each vowel and consonant sound, and produced an effect which was delightful to hear.

The work in other directions was also carefully examined; in writing, number, language, etc., and the excellence of the work in these directions showed that no undue prominence was given to reading, to the neglect of other branches, but that carefulness and accuracy in this subject, had reflected itself in better work in other studies.

We returned with the profound conviction that the Brooklyn schools, in the use of the "Rational Method in Reading," were gaining a mental training and producing results which could not be obtained by any system of sight or phonetic reading with which we were familiar.

At the next meeting of the Board I recommended that the system be adopted, and that the three primary grades begin the work in September; that the manuals be purchased at once and the teachers begin a study of the system; and, most important of all, that two of the first grade teachers be sent to Brooklyn at the

expense of the Board to spend several days in the schools there that they might become as familiar as possible with the actual class application of the system.

The three recommendations were adopted by a unanimous vote. In addition to the two teachers who went at the expense of the Board, two others, a second and a third grade teacher, asked permission to go at their own expense, which was readily granted. Three meetings were held during the spring term, and the plan of work explained to the teachers, the essential working of the system pointed out, and they were asked to make a thorough study of the manuals and to prepare their material for use at the opening of the fall term.

There was to be no experiment about it,—a few classes, or a building, or a single grade; a large city had demonstrated its great value by several years' use. The only question with us was,—How long will it take our teachers to make themselves so familiar with the work that they can handle it effectively? And just what adaptation of the system will be best for the second and third grades. We didn't attempt to answer these questions in advance; we were, as superintendent and teachers, to study the problem together, to meet the difficulties as they presented themselves, and by frequent council to overcome them one by one. We early discovered that it would be the shortest way to success for the second and third grades to take the course in practically the order laid down, from the very beginning, but in much shorter time than would be required for first grade children. If we should plunge at once into advanced work there were so many features of the plan with which the pupils were unfamiliar, that they would flounder about in deep water in danger of being submerged in the difficulties rather than gaining consciousness of ability to swim by the exercise of their own powers.

Too often pupils' best efforts go for nought because of unfamiliarity with previous steps, and because the gap between what they know, and what we try to teach them is too wide to be bridged by their mental efforts.

A meeting has been held each Tuesday after school, and the manual has been studied, and all questions coming up in connection with any statement has been freely discussed. This has given a degree of uniformity to the work which could not other-

wise have been obtained. It has prevented mistakes, has kindled enthusiasm and kept up the courage of some who might have dropped by the wayside if left alone.

I relied largely upon the intelligence of our primary teachers, upon their great willingness to follow directions, upon their enthusiasm, to make the work a success, and the trust was not misplaced. I have only one statement to make. It *is* a success. And it is certain to show more valuable results as it is longer in use.

Just a few words as to the system itself and how it differs from the "Sentence Method," or ordinary "Phonics."

In the first place, it is a combination of both methods. It begins with the ordinary reading of short sentences from the blackboard, and keeps this up for some ten weeks, teaching about eighty words at sight. Along with this work the teaching of simple and compound sounds, called "Phonograms," is carried on and later becomes the basis of the entire work. The following sounds are taught while the sight words are being read: f, l, m, n, r, s, ā, ē, ō, ing, ings, ight, ights. The pupil is now ready, after a small amount of practice in "blending," or combining sounds, to get many new words for himself. He has been taught "all" as a sight word; he has had the sound of "f"; the next step in getting the *new* word "f-all" is comparatively easy. He has had the sound "r," and "ights;" the new word "r-ights" comes with little effort. Similarly, "knits" is only a combination of the well-known sound "n" and sight word "its," with the "k" marked silent. The same with "wring," "w" silent, sound "r" and compound phonogram "ing."

The great value of this system over the ordinary phonetic system is seen in such a word as "unkindness." By ordinary phonics the child would have to give nine sounds, and then would have but slight help towards the pronunciation of the word, because the sounds, each given separately, would not be combined rapidly enough to suggest the word. By the "Rational" method the child has only to combine the *well-known* elements, *un kind ness* and he gets a new *printed* word "*unkindness*," a word with which in use and meaning, he had been familiar long before he came to school.

The following combinations occurring so frequently in our language are taught as units of sounds :—er, ck, pl, bl, cl, ic, ip, im, est, ens, ners, ed, un, sh, ish, ly, ch, dr, tr, br, th, gl, gr, wh, fu, ar, er, ear, it, or, ur, ure, and many others of a similar nature. All sight words, of which several hundred are taught, are also used as a whole in other words, as, “old” in “sold” or “hold,” “ail” in “sail,” “fail,” “hail,” etc., etc.

Now briefly what are some of the results of this kind of work?

1st.—During the first year of school the pupil acquires a *printed* vocabulary of about *four thousand* words, nearly ten times as many as he would acquire by the word or sentence method.

2d.—And more important, because the first is not of the greatest importance, he has gained great mental power for the solving of all new problems in words as they come to him for the first time in his future years. He is conscious of this power and comes to his work with eagerness and confidence.

3d.—There will be a great gain in exactness of pronunciation. The accuracy of pronunciation of many small words, the giving of the exact vowel tone, and the articulation of final consonants is already noticeable not only in the children’s reading but in the primary teachers’ conversation.

4th.—The spelling will be improved because of the close study of the word forms.

5th.—The power of concentrated attention is largely increased, and this is one of the best features of the method. I have never seen before such eager, intelligent application to a lesson as is exhibited by many of the classes who have been doing this work.

“*Thoughtful* reading” and “good expression” are not sacrificed; sufficient attention is given to this side of the work. Indeed, with the proper attention we certainly shall secure brighter, more natural reading, because the pupil does not hesitate over word pronunciation; he is *sure* of the words and has more opportunity to think of the meaning.

I believe most thoroughly in the efficiency of the method. There are no arbitrary rules for the child to learn, no meaning-

less symbols to be acquired. The vowel and consonant marks are those of the dictionary and the fewest possible number are introduced. The only other mark used is a dash placed under that portion of the word which is to be sounded as a unit, as *est* in *rest*. This only serves to attract the attention of the pupil, to focus his thought upon the essential elements of the word. These, and all other marks are gradually dispensed with, until the pupil, by easy stages, comes to stand alone, with the printed page before him and the power within him to read the words, and to get the thought which it is their mission to convey.

Music.

Each year shows more valuable results in this branch of the work. Under Mr. Colburn's direction it is being conducted with strict reference to its educational value. For full information you are referred to his report.

REPORT OF THE SUPERVISOR OF MUSIC.

To the Superintendent of Schools :

Everett has passed the experimental stage and no argument is necessary to convince those in authority of the importance of music as a branch in the school curriculum.

In beginning such a report I cannot refrain from making reference to the work already accomplished by my lamented predecessor, Mr. A. E. Bradford. His was the work of a pioneer, and as such he succeeded in interesting pupils and teachers in such a manner as to secure excellent results in a short space of time.

To have inspired all with a desire to search for the best in music was a record his associates will always respect, and I, his successor, will most heartily appreciate as long as I am connected with the schools.

Beginning as I did the last of October, 1896, after the schools had been in session nearly two months, it took a little time for me to become familiar with the work so as not to vary more than necessary from the plans of the previous year. About thirty of the teachers formed a class for the purpose of receiving instruction in the rudiments of music, together with methods of presenting the subject to their respective classes. The fact that a body of teachers should voluntarily assemble for instruction at the close of a session was an inspiration for me to seek that which would be the most helpful and practical.

This year three classes have been formed, one for beginners, another for those who have the work in primary and lower grammar

grades and a third for those who desire a more thorough knowledge of chromatics, the minor scale, modulation and musical forms.

The pupils of the High School are divided into two sections, the three upper classes forming one and the junior class the other. Through the generosity of the Board another book, "Songs of the Nation," was provided last year, and this with "Euterpian" makes an excellent library of choruses. The Cecilian Book, 3, Part 1, is still used by the junior class for sight reading and interval work. It has been thought best to supplement the chorus work with a limited amount of the history of music, and for that purpose a paper is prepared each week dealing with the life of one of the great composers or any topic suggested from time to time.

Music being a subject in which the work is generally done by a class instead of individual pupils, an excellent chance is afforded to those who may be inclined to shirk or throw the responsibility on the shoulders of others. To counteract this tendency I have prepared lists of the easiest exercises found in the books used in grades below the sixth, and desire two or three individual efforts each recitation.

Teachers in fifth and sixth grades notice a decided improvement in the reading as the result of this work last year, but of course its influence is not felt in the higher grades. I do not care to take time enough to have all members of a class sing alone, only those who are naturally most diffident.

A report of this kind would be incomplete if I should fail to speak of one phase of the work as yet somewhat unsatisfactory. I refer to the quality of tone, still harsh and disagreeable in some of the rooms. I do not wish to be understood as finding fault with work done in the past, because no one realizes more than I how many sides of the question have to be considered while introducing a subject into the schools of a city or town. If we can impress upon the minds of the children during the early years of school work how unmusical such tones are, and also the vocal injuries thus received, they will soon form a distaste and seek to avoid singing in such a manner. Changes for the better may be noticed in many of the grades, and by singing softly, vocalizing with such syllables as will properly locate the tone, may we not hope to improve in this particular direction? I dwell with emphasis upon this point because the qualities of tone in the singing voice materially affect the speaking voice, and this is only one of many more ways that music is helpful to other branches taught in public schools.

I desire to express my thanks to you as Superintendent for the many words of encouragement and advice so kindly given; to the teachers for their hearty response and co-operation, and to the members of the Board for their generosity and support.

Respectfully submitted,

A. S. COLBURN.

Drawing.

You are referred to Miss Strange's report for information in regard to the work in drawing. The State places its approval upon the value of the subject when it requires it to be taught in all schools of the State. Miss Strange is directing the work with intelligence and enthusiasm. By frequent teachers' meetings she has made the work uniform, and has given the teachers a clearer view of the subject.

REPORT OF THE SUPERVISOR OF DRAWING.

To the Superintendent of Schools :

The question that now confronts us is not the necessity and importance of art training, but are we giving that training in a way that will bring about the best development of the child. Our aim is not only to train the observation that the child may see rightly and the hand that he may express his thoughts, but also to give him such training as will promote self-activity and produce thought worthy of expression.

Our instruction during the past two years has been of a character that may be broadly classified under three main subjects—Representation, Construction and Decoration. It has been well said that any course of drawing that does not give instruction in these three subjects is incomplete.

During the spring and fall much of the work was done from nature, sprays of leaves, simple flowers, seed-pods and branches of fruit. Everett is rich in such material and the pupils seem interested in bringing it in for the lessons. In this work we have tried to lead the children to see something of the beauty of selection and arrangement. This tends to bring out the individuality of the child to a marked degree. As each child has his own specimen to work from he tells the story that nature brings to him. The more of beauty he is led to see and feel the more he will express. The mere drawing of a beautiful natural form, even if correct, may lack the true art spirit. "Art is nature plus the soul of the artist." The addition of water-color in the upper grades has enriched the work and given the pupils an insight into the beautiful realm of color.

In our work from models and objects we have been careful to put before the child only such as were beautiful in proportion, outline and contour. In the groups that they have drawn care has been taken that the arrangement should be pleasing, giving the three things necessary to all good grouping—unity, variety and repose.

The work in decoration has been mainly along the lines of simple arrangements and the study of historic ornament.

The work in construction has been of a simple nature, drawing of patterns, cutting and pasting of those patterns, geometric views and

simple working drawings. This branch of our work is not only of advantage from an educational point of view, developing as it does accurate observation, relation of parts to each other, the idea of form adaptable to the purpose for which the object is to be used, but is of practical value as the principles taught hold such prominent place in the world of industry. All building construction, the smallest detail of machinery, and all new inventions depend upon constructive design.

All such are but materialization of thought and depend upon working drawings that they may come into existence in a form that is adaptable to the needs and wants of society.

Our work is yet much hindered by the lack of good examples of rendering in the hands of the child. He should not only study objects that he may know them and draw them that he may express his knowledge concerning them (as all thought is worthless until it finds expression) but he should constantly have before him, and sometimes copy examples of good rendering, that he may have the benefit of the artists' years of study and have a standard to which he may refer his own work. Trying to give art instruction without such examples is like trying to teach literature without selections from the best authors.

The work in the High School has shown a marked improvement during the past year as those who saw the exhibition of last June will realize. The sketch clubs formed at the beginning of the year continued their work throughout the entire year and much interest was shown. The need of a room for this work is greater than ever and we still lack the much needed casts and photographs. The classes have been much larger than ever and instruction has been given only in the Junior and ex-Junior classes. I strongly urge that a room be fitted up for this work and would suggest that this study be obligatory only in the Junior class and that it be made an elective in the other classes thus giving those who desire it a four years' course of training.

During the past year teachers' classes have been formed and a regular course of instruction has been taken up that is helping towards good results in the school room.

I can not but express my pleasure at finding that the influence of pictures upon the child is being strongly felt as is shown by the addition of pictures here and there about the city and especially by the larger additions at the Nichols, the Glendale and the Devens Schools. Our thanks are also due to those who have had in charge the decoration of the new Nichols School that they have given us a building so harmonious and artistic in its interior decoration.

My appreciative thanks are also due to the teachers for their helpful spirit and the aid they have given me in my work and also to the superintendent for his never failing and cordial support.

Respectfully submitted,

ORA STRANGE.

Sewing.

The work in sewing needs no special word of commendation other than the statement that it is entirely satisfactory. That it is thoroughly appreciated is shown by the fact that in three years there have been less than a half dozen requests to have children excused from the work.

At the close of the present school year Miss Schwindt will request a year's leave of absence for study in Germany. I would recommend that a temporary teacher be employed for next year to conduct the work according to Miss Schwindt's present plan.

REPORT OF SPECIAL TEACHER OF SEWING.

To the Superintendent of Schools :

I herewith present my third annual report.

Educational sewing has been taught the past year in the Everett public schools, as in the preceding, from the fifth to the eighth grades, inclusive.

The time allowed for a lesson is sixty minutes each week. The number of pupils taught in each class ranges from eighteen (18) to fifty-seven (57). The total number of pupils enrolled for sewing classes each week is seven hundred and fifty-three (753).

The following table shows when and where these lessons are given :

Day.	School.	Forenoon.	Afternoon.	Pupils.
Monday	Webster	9:00-11:45	2:00-4:00	165
Tuesday	Glendale	9:00-10:00	.....	53
Tuesday	Mt. Washington	10:45-11:45	2:00-4:00	109
Wednesday . . .	Devens	9:00-10:00	.....	35
Wednesday . . .	Winslow	10:45-11:45	2:00-4:00	90
Thursday	Warren	9:00-11:45	2:00-4:00	118
Friday	Centre	9:00-11:45	2:00-4:00	183
				753

Pupils are required to furnish themselves with the following materials :

GRADE FIVE.

Half a yard of bleached cotton cloth ; a paper of ground down needles, 5 to 10 ; thimble, emery bag, pins ; a spool of blue cotton, No. 50 ; a spool of red cotton, No. 60. (Estimated cost, 25 cents.)

Stitches taught: 1. Uneven basting stitches. 2. Overcasting. 3. Even basting stitches. 4. Stitching. 5. Overhanding folded edges. 6. Overhanded selvages.

Application: Towels, pillow slips.

Explanation of stitches taught in the first year's work.

1. Uneven basting stitches are used for ordinary work, as they serve for a guide in sewing.

2. Overcasting is a protection to a cut or torn edge, and prevents raveling.

3. Even basting stitches are small, and are used for seams and to keep the work in place for machine stitching.

4. Stitching may be used for ornamentation or strength; it is the work imitated by a sewing machine.

5. Overhanded folded edges is joining two pieces of cloth where a flat seam is required.

6. Overhanding selvages we may use either side as the right side.

7. Hemming is twice folding an edge and then sewing it down.

GRADE SIX.

Materials: Half yard of bleached cotton cloth; a piece of damask, old or new; spool of white cotton, No. 60. (Estimated cost, 10 cents.)

Stitches taught: 1. Gusset (b.) 2. French hem on damask. 3. Patch, hemmed on. 4. Reversible seam. 5. Gauging with hand overhanded. 6. Buttonholes.

Application: Napkins with French hem, skirts and drawers.

Explanation of stitches taught in second year's work.

1. A stay is a straight piece of cloth set in a garment to strengthen an opening.

2. French hem is used in hemming table linen.

3. A patch is a piece of cloth sewed on to a garment to repair it.

4. Reversible seam is used when the wrong side is liable to be exposed, and may take the place of a felled seam.

5. Gauging is the term used when more than one row of gathers is used. Bindings overhanded require extra fullness, and each gather must be sewed to the binding by a separate stitch.

6. Buttonholes are made to admit buttons, which are used to fasten garments.

GRADE SEVEN.

Materials: A piece of stockinet, fine darning needle, one-fourth yard of bleached cotton cloth, a small piece of gingham for patch. (Estimated cost, 6 cents.)

Stitches taught: 1. Gusset (b.) 2. Patch hemmed on. 3. Patching stripes and plaids. 4. Stocking darning. 5. Ruffles with facing. 6. Hemstitching.

Applications: Aprons, night robe, napkins hemstitched.

Explanation of stitches taught in third year's work.

1. Gusset (b) is a straight piece of cloth set in a garment to strengthen an opening. (This is the strongest stay that is used.)

2. Patches are hemmed on when the wrong side is liable to be exposed.

3. A patch with stripes and plaids is put on by overhanding on the wrong side to replace the worn part with as little display as possible.

4. Stocking darning is a method of weaving or making cloth.

5. Ruffles are sewed on with a facing when fulness is required.

6. Hemstitching is a method of taking out threads, then sewing down the fold by separating the threads.

(All the stitches used in ordinary sewing have now been taught).

GRADE EIGHT.

Materials: One-fourth yard of butcher's linen, a spool of white cotton, No. 70. (Estimated cost, 15 cents.)

Stitches taught: 1. Hemstitching. 2. Mexican drawn work.

3. The use of patterns in cutting dresses.

Application: Table covers, shams, scarfs, handkerchiefs.

Explanation of stitches taught in fourth year's work.

Mexican drawn work is a method of taking out threads, and then with the needle weaving in geometrical patterns for the purpose of ornamentation.

Public day the finished work of the pupils was exhibited in the different school buildings. First, the samples of practice work mounted on card boards, followed by the garments which showed the application of the stitches taught, as specified, towels, pillow slips, aprons, skirts, drawers, night robes, flannel skirts, plain and hem-stitched napkins, handkerchiefs, etc.

Manual training has become a regular branch of common school instruction, and sewing belongs as naturally in a girl's school course as sloyd in a boy's, and both are acknowledged aids in mental development.

The lessons in patching and darning are practical for work at home, and soon the complaint will cease that "mending" is one of the "lost arts."

Dressmaking is included in our five years' course, but pupils are not expected to cut, fit and finish a dress until all previous steps have been mastered. Our first use of patterns was made this year.

The results of the three years' sewing are gratifying. More and better work has been done than we had expected would be possible, and the pupils still show as great interest as at first. Your continued interest in the work, and the pleasant relations existing between pupils and teachers, have made our present attainment possible.

Respectfully submitted,

ANNIE M. SCHWINDT.

How well the year's work has been done, the future years must tell. This one aim has been kept constantly in view, — the good of the individual child, — the training of his whole nature, not only his intellect but his heart, not only his judgment and will, but his emotions, his love of truth and beauty, and the beauty of truth, his devotion to home and country.

The efficiency of school instruction must be measured by the success of those who have received that instruction. What men and women are able to do for themselves after they leave school must be their tribute to the worth of the work which the school did for them while they were its members.

The questions for us to answer in regard to the value of the instruction which the schools are giving, are :

Does it send forth young men and women trained to be honest, sincere, courageous, efficient workers in whatever their hands find to do?

Have they the qualities of self-reliance, sound judgment, earnest purpose, a deep conviction of right and wrong, and a courage to stand by the right?

Have they the capacity for hard work?

Have they the ability to make the most of themselves and their opportunities?

I believe our present plan of work well adapted to the production of these results in our graduates. But we need to be wide-awake to the demands of our complicated social and industrial life, and we should stand ready to make such changes in our methods of instruction as will prepare students to meet the requirements of higher institutions of learning, or if their formal education is to end with our own school system, to prepare them to enter the various occupations and win success.

Respectfully submitted,

RANDALL J. CONDON.

Dec. 23, 1897.

APPENDIX.

GRADUATING EXERCISES

OF THE

Class of Ninety-Seven, Everett High School,

AT THE

HIGH SCHOOL HALL,

WEDNESDAY EVENING, JUNE 23,

AT EIGHT O'CLOCK.

PROGRAMME.

MUSIC	Orchestra.
PRAYER	Rev. A. B. Patten.
CHORUS, "Who knows what the bells say?"	<i>Parker.</i>
ESSAY, "Woman in the Intellectual World," Gertrude Althea Kittredge.	
TRIO, "Our oars are plashing lightly"	<i>Geibel.</i>
PRESENTATION OF CLASS GIFT, Edwin Augustus Fogg.	
QUARTET, "Eventide"	<i>Abt.</i>
Misses Collins and Marshall, Messrs. Brown and Lane.	
ACCEPTANCE FOR THE SCHOOL, H. Guy Crockett.	
MUSIC	Orchestra.
CHORUS, "Song of the Vikings"	<i>Faning.</i>
ADDRESS, William J. Tucker, D. D., LL.D., President of Dartmouth College.	
CHORUS, "Praise ye the Father"	<i>Gounod.</i>
PRESENTATION OF DIPLOMAS, Dr. G. E. Whitehill, of the High School Committee.	
CLASS ODE.	

*GRADUATES.**Academic Course.*

Annie Maude Allen.	Sara Mitchell Armstrong.
Alena Beulah Chase.	Julia Esther Cummings.
Mattie Ham Currier.	Henry Herbert Dearing.
Florence Smith Niles.	Myra Allen Snow.
Rupert George Stronach.	Helen Prentiss Tarbox.

Classical Course.

Helen Worthley Bangs.	Charles Winfield Brown.
Esther Deming Dana.	Gertrude Elizabeth Downing.
Florence Etheridge.	Carrie Fisk Grant.
William Charles Hess.	Kathryn Louisa Mary Hickey.
Gertrude Althea Kittredge.	Grace Louise Ladd.
Frank Pike Lane.	Myra Hatton Ames Marshall.
	Pearle Louise Purinton.

English Course.

Walter Edward Bearse.	William Tyzzer Card.
Bessie Cordelia Danforth.	Edwin Augustus Fogg.
Florence Serena Greene.	Gertrude Harris.
William Oliver Kennard.	Lottie Isabel Mills.
Harold Lester Peabody.	Grace Evelyn Wheeler.
	William Alfred Augustus Woodley.

Post Graduate Course.

Albert Casani.

Special Course.

Effie Julia Collins.	William Benjamin Edwards.
Wilbur Corthell Otis.	Willard Leslie Pratt.

CLASS ODE.

FLORENCE ETHERIDGE.

Softly and sweetly the music sounds,
Sweetly the fresh voices ring,
Flowers, fair faces, and brave young hearts
Off'rings of gladness bring.
Hearts that are trusting and lives of truth,
On this day,
Strong in the strength of our untried youth,
Wander from school away.

Yonder to the eastward the future lies,
Gleaming through mist-wreaths of gold ;
Onward to meet it with eager eyes,
Onward, with hearts strong and bold,
Go we in gladness ; but first a glance
Down the past,
Rich with hopes of the years that are gone,
Nearing fruition at last.

Here at the parting of ways we stand,
All things with meaning are rife,
There in the past lies fair childhood's land,
Yonder the high road of life.
Lead us, oh, lead us in kindly ways,
Gracious Pow'r,
While memories of our glad school days
Brighten the parting hour.

CLASS MOTTOES :

“ *Vincit qui se vincit.* ”

“ *Das Ende krönt das Werk.* ”

PUBLIC SPEAKING OF THE NINTH GRADES.

WINSLOW SCHOOL,

High School Hall, Thursday Evening, April 22, at 7.45 o'clock.

PROGRAM.

Piano Solo, Twilight in the Forest . . .	Ethel E. Horsman.
Legend of the Organ Builder . . .	Edith W. Swenson.
The Prisoner at the Bar of Justice . . .	Richard T. Bradford.
Song, "Swinging" . . .	Chorus.
The Bridge and the Monument, Hattie H. Peabody, Jennie M. Ogston.	
Address at Gettysburg . . .	Chester M. Smith.
Violin Solo, "Barcarolle" . . .	Agnes E. Barker.
The Painter of Seville . . .	Alice M. Whitcomb.
The Quack . . .	Fred H. Holmes.
Rienzi's Address to the Romans . . .	Bessie Horwitz.
Song, "My Mother's Precepts" . . .	Thomas Holmes.
The Death-Bed of Arnold . . .	Alfred E. Cooper.
The Ruggleses . . .	Ethel L. Phillips.
Song, "Vesper Bells" . . .	Chorus.

Report of Judges.

WEBSTER SCHOOL,

High School Hall, Thursday Evening, April 29, at 7.45 o'clock.

PROGRAM.

Song, "Isle of Beauty" . . .	Chorus.
Driving Home the Cows . . .	Edwin Stormont.
The First Settler's Story . . .	Mattie Dickey.
Church Reveries of a School Girl . . .	Hedvig Anderson.
Song, "Faintly the Night Winds Sigh" . . .	Quartet.
Sherman's March . . .	Edmund Vigneault.
A Naughty Little Girl's View of Life . . .	Lillian Moxon.
My Ships . . .	Arie Crosman.
The Pride of Battery B . . .	James Anderson.
Song, "Boatman's Return" . . .	Chorus.
Selection . . .	Class.
An Incomplete Revelation . . .	Annie Brackett.
Poor Little Joe . . .	Florence McSparron.
Watchin' the Sparkin' . . .	William McCarty.
Song, "Softly the Echo" . . .	Chorus.

Report of Judges.

WARREN SCHOOL,

High School Hall, Thursday Evening, May 6, at 7.45 o'clock.

PROGRAM.

Piano Duet, "The Imps' Revels"	Mamie and Nellie Smith.
Whistling in Heaven	Archie Potter.
The Blacksmith's Story	Mabel Gilman.
Song, "Hunter's Song"	Chorus.
The Teacher's Diadem	Mary McNally.
How Salvator Won	Stephen Gilman.
Elder Lamb's Donation	Annie Morrow.
Class Exercise.	
Violin Solo, "Bonne Nuit, Maman"	Stephen Gilman.
Alarm Bell of Atri	Gertrude Jacobs.
Darius Green and His Flying Machine	Vitaline Valcour.
Hannibal at the Altar	John Casey.
Piano Solo, "Rondino Brilliant"	Mollie Gilman.
Old Ace	Lottie Belyea.
Virginia	Ernest Batchelder.
Song, "Good Night"	Chorus.

Report of Judges.

WEBSTER SCHOOL,

High School Hall, Thursday Evening, May 20, at 7.45 o'clock.

PROGRAM.

March, "King Cotton"	High School Orchestra.
The Origin of Indian Corn	Esther Fogg.
Scott and the Veteran	Henry Slade.
Piano Duet, "Flemish Dance"	Clara and Willie Campbell.
The Station Agent's Story	Helen Hartt.
Selection from "The Vision of Sir Launfal"	Class.
The Phantom Ship	Alfred Stedman.
Song, "In Sweet September"	Gertrude Chapman.
Brutus on the Death of Cæsar	Bert Gayton.
Death, the Peacemaker	Bertha Flint.
Duet, Guitar and Violin, "Adelia Waltz,"	Margaret and Charles DeLaite.
Robert and I	Olie Blount.
Sherman's March to the Sea	John Donovan.
Piano Solo, "Etude in A flat"	Edith Blount.
Dream of Greatness	Albert Hopson.
Entertaining her Big Sister's Beau	Annie Gray.
Song, "Forth to the Battle"	Chorus.

Report of Judges.

"AN EVENING WITH SHAKSPERE,"

GIVEN BY THE

PUPILS OF THE NINTH GRADE, CENTRE SCHOOL,

Thursday Evening, May 13, 1897.

PROGRAM.

Piano Duett, "La Fanfare Des Dragons,"

Bertha Gleason and Ellie Eustis.

Semi-chorus, "Sweet Rose in the Vale."

AS YOU LIKE IT.

ARGUMENT.—Rosalind, the daughter of a banished duke is herself banished, and with her cousin, Celia, and faithful clown, Touchstone, seeks her father in the forest of Arden. To insure their safety while travelling, they disguise themselves, Rosalind as a shepherd, Gany-medé, and Celia as his sister, Aliena.

They enter happily into the life of the forest, but wonder at finding hung on the trees love sonnets, all addressed to Rosalind. The sonnets were the work of Orlando, Rosalind's lover, who also had fled to the forest to escape the vengeance of a cruel brother.

Orlando	.	.	.	.	.	Edward Calder.
Rosalind	.	.	.	.	.	Ethel Silsby.
Celia	.	.	.	.	.	Bessie Cook.
Corin, a Shepherd	.	.	.	.	.	Daniel S. Crowley.
Touchstone	.	.	.	.	.	Arthur S. Kelley.

Chorus, "Over the Summer Sea."

Piano Solo, "La Harpe Eolienne," Philip Green.

MERCHANT OF VENICE:

Argument Ethel Archibald.

Act I., Scene III.

Antonio	.	.	.	.	.	Charles E. Archibald.
Bassanio	.	.	.	.	.	Fred E. Godfrey.
Shylock	.	.	.	.	.	Archie Potter.

Act I., Scene II.

Portia	.	.	.	.	.	Carrie M. Greenough.
Nerissa	.	.	.	.	.	Bessie Freeman.

Solo, "Leaf from the Spray" Olive S. Brooks.

Exercise in Gymnastics.

Piano Solo, "Song of the Night Winds" Ruth Brown.

HAMLET.

Scene in the churchyard.

Hamlet George Hamilton.

Horatio Waldo Archibald.

Clown Harry Browne.

Piano Duett, "Masseniello" . . Philip Green and George Talbot.

Quartet, "Cutting Bread and Butter,"

1st Tenor, T. F. Curnane. 1st Bass, A. C. Roberts.

2d Tenor, C. E. Archibald. 2d Bass, F. E. Godfrey.

TWELFTH NIGHT.

Argument . . . Elizabeth Meredith.

Act I., Scene V.

Olivia Grace Walker.

Viola Lina McLellan.

Maria Elizabeth Wilson.

Act II., Scene V.

Sir Tobey Arthur Roberts.

Sir Andrew Timothy Curnane.

Malvolio Philip Green.

Fabian George Talbot.

Maria Elizabeth Wilson.

Chorus, "To Thee, O Country."

Report of Judges.

FINAL CONTEST IN PUBLIC SPEAKING,

BY PUPILS OF THE NINTH GRADES,

Y. M. C. A. Hall, Thursday Evening, June 3d, 1897, at 7.45 o'clock.

PROGRAM.

March, "King Cotton"	High School Orchestra.
Prayer	Rev. Amos Harris.
Song, "The Chapel"	Semi-Chorus.
Dream of Greatness	Albert W. Hopson.
Alarm Bell of Atri	Gertrude Jacobs.
Piano Solo, "Poet and Peasant"	Philip Green.
The Death Bed of Arnold	Alfred E. Cooper.
The Polish Boy	Grace E. Walker.
Trio, "The Three Chafers,"	
Walter Lydston, George Burnap, Earl Harvey.	
The First Settler's Story	Mattie Dickey.
How Salvator Won	Stephen J. Gilman.
Robert and I	Olie Blount.
Song, "Foresters, Sound the Cheerful Horn,"	Semi-Chorus.
The Defence of Lucknow	Philip Green.
In the Signal Box	Edmund Vigneault.
The Shipwreck	Bessie Horwitz.
Song, "Tyrolese Chorus"	Chorus.

Report of Judges.

Program of Music Teacher.

Day.	Time.	School.	Jan.	Feb.	March.	April.	May.	June.	Sept.	Oct.	Nov.	Dec.
Tuesday	9.00,—10.05 10.45,—12.00 2.00,—4.00	Summer St. Winthrop Nichols	4, 18	1, 15	1, 15	5, 19	3, 17, 31	14	6, 20	4, 18	1, 15, 29	13
Wednesday	9.00,—11.30 { 2.10,—4.00 } 12.10,—1.00	Centre High	5, 19	2, 16	2, 16	6, 20	4, 18	1, 15	7, 21	5, 19	2, 16, 30	14
Thursday	9.00,—12.00 2.00,—4.00	Glendale	6, 20	3, 17	3, 17	7, 21	5, 19	2, 16	8, 22	6, 20	3, 17	1, 15
Friday	9.00,—12.00 { 2.30,—4.00 } 12.10,—1.00	Devens High	7, 21	4, 18	4, 18	8, 22	6, 20	3, 17	9, 23	7, 21	4, 18	2, 16
Tuesday	9.00,—10.30 { 2.00,—4.00 } 10.45,—12.00	Winslow Hancock	11, 25	8, 22	8, 22	12, 26	10, 24	7, 21	13, 27	11, 25	8, 22	6, 20
Wednesday	9.00,—11.40 { 3.30,—4.00 } 12.10,—1.00	Warren High Franklin	12, 26	9, 23	9, 23	13, 27	11, 25	8, 22	14, 28	12, 26	9, 23	7, 21
Thursday	9.00,—11.30 2.20,—4.00	Webster	13, 27	10, 24	10, 24	14, 28	12, 26	9, 23	15, 29	13, 27	10	8, 22
Friday	9.00,—12.00 { 2.45,—4.00 } 12.10,—1.00	Mt. Wash'ton High	14, 28	11, 25	11, 25	15, 29	13, 27	10, 24	16, 30	14, 28	11	9, 23

From November 1 to February 1 the afternoon session begins at 1.30 and closes at 3.30.

Program of Drawing Teacher.

Day.	Time.	School.	Jan.	Feb.	March.	April.	May.	June.	Sept.	Oct.	Nov.	Dec.
Monday	9.00,— 9.30	Mt. Wash'n }	3, 17,	14, 28	14	4, 18	2, 16, 30	13	19	3, 17, 31	14, 28	12
	2.00,— 4.00	Centre }	31									
	10.45,— 11.35	*Nichols	10, 31	21	14	4, 25	16	6	12	3, 24	14	5
Tuesday	9.00,— 9.30	Hancock }	10, 24	7, 21	7, 21	11, 25	9, 23	6, 20	14, 26	10, 24	7, 21	5, 19
	9.30,— 10.20	Devens }										
	2.00,— 4.00	Webster }										
Wednesday	8.00,— 1.00	High Sch'l }	4, 11, 18,	1, 8, 15,	1, 8, 15,	5, 12, 19,	3, 10, 17,	7, 14, 21,	6, 13, 20,	4, 11, 18,	1, 8, 15, 22,	6, 13, 20
	4.30,— 5.30	Office hour }	25	22	22	26	24, 31	28	27	25	29	
	8.20,— 9.00	High School }	5, 12, 19,	2, 9, 16,	2, 9, 16,	6, 13, 20,	4, 11, 18,	1, 8, 15,	7, 14, 21,	5, 12, 19,	2, 9, 10, 23,	7, 14, 21
Wednesday	9.30,— 12.00	Webster }	26	23	23	27	25	22	28	26	30	
	2.00,— 4.00	Mt. Wash'n }	5, 19	2, 16	2, 16	6, 20	4, 18	1, 15	7, 21	5, 19	2, 16, 30	14
	9.30,— 12.00	Centre }										
Wednesday	2.00,— 4.00	Glendale }	12, 26	9, 23	9, 23	13, 27	11, 25	8, 22	14, 28	12, 26	9, 23	7, 21

* Nichols, 9.50 — 10.20 on Mondays, on same dates as Mt. Washington.

Program of Drawing Teacher. — *Continued.*

Day.	Time.	School.	Jan.	Feb.	March.	April.	May.	June.	Sept.	Oct.	Nov.	Dec.
	9.00,—12.00	Glendale										
	2.00,—2.50	Summer St.	6, 27	17	10	7, 28	19	9	8, 29	20	10	1
	3.05,—4.00	Mt. Wash'n										
	9.00,—10.20	Winslow										
	10.45,—12.00	Winthrop	13	3, 24	17	14	5, 26	16	15	6, 27	17	8
Thursday	2.00,—3.10	Franklin										
	9.30,—10.20	Hancock	20	10	3, 24	21	12	2, 23	22	13	3, 24	15
	10.45,—2.40	Devens										
	9.00,—3.30	Warren	7, 21	4 18	4, 18	8, 22	6, 20	3, 17	9, 23	7, 21	4, 18	2, 16
Friday	9.00,—10.25	Devens	14, 28	11, 25	11, 25	15, 29	13, 27	10, 24	16, 30	14, 28	11, 25	9
	10 45,—4.00	Winslow										

From November 1 to February 1, the afternoon session begins at 1.30 and closes at 3.30.

Attendance. — Table I. — By Grades.

SCHOOL.	TEACHERS.	No. of pupils enrolled exclusive of re-enrollment.	BOYS.	GIRLS.	Average membership.	Average attendance.	Per cent. of attendance.	Half days of absence.	Cases of tardiness.	No. of pupils perfect in attendance for one term.	Visitors.
HIGH	Wilbur J. Rockwood	234	99	135	223.91	215.07	96.06	3,342	252	242	183
CENTRE	James W. Armington		26	36	49.23	47.50	96.05	591	36	50	119
Grade IX.	Lillian M. Dearborn	62	27	30	48.79	46.50	95.30	831	18	48	82
" VIII.	Emily E. Chadbourne	57	22	16	33.58	31.62	94.13	712	48	14	18
" VII.	Nellie Young	38	30	24	46.04	43.84	95.22	800	49	32	43
" VI.	Julia L. Frank	54	25	24	44.22	40.63	91.88	1,280	51	22	41
" V.	Frances E. Whiting	49	28	21	45.77	43.56	95.19	286	33	32	82
" VI.	Addie S. Matthews	52	27	25	46.11	43.16	93.60	1,068	50	16	47
" VI.	Lizzie J. Peaslee	48	16	32	39.70	37.82	95.26	683	47	25	31
" V.	Florence Jubb	49	24	25	40.33	38.47	95.38	676	51	4	17
	Eva E. Whiting										
	Total	465	225	240	391.97	371.39	94.67	7,440	381	286	498
DEVENS	Susan F. Drury		28	24	46.55	44.98	96.62	531	26	58	143
Grade V.	Ida E. J. Lange	52	28	35	54.22	52.40	96.64	664	33	63	85
" IV.	Margaret E. Given	63	28	25	42.70	40.88	95.74	663	35	32	137
" III.	May Russell	53	36	30	41.39	38.35	92.65	1,105	32	0	90
" III.	Lizzie F. Currier	66	28	37	51.14	48.91	95.63	810	47	29	92
" II.	Anna Batchelder	64	29	35	52.45	49.66	94.68	1,016	49	25	62
" II.	Grace P. Hatch	46	26	23	45.60	42.99	94.27	951	61	26	82
" I.	Jennie M. Twiss	59	29	27	39.19	37.18	94.87	739	53	29	124
" I.	Cora J. Demond	65	35	30	46.66	43.85	93.97	1,020	54	20	167
" I.	Gertrude L. Hodges	142	61	81	58.06	52.90	91.21	1,840	82	14	129
	Total	675	328	347	477.96	452.24	94.61	9,339	472	310	1,174

FRANKLIN Grade III.	Mary A. Holt	26	36	46 60	44 15	94 73	891	101	35	46
	Katherine E. Burns	36	39	49 57	46 50	93 81	1,120	76	29	41
	Sarah E. Hammond	34	22	41 88	38 90	92 88	1,077	140	10	41
	Fannie C. Farnsworth	68	54	49 12	44 86	91 32	1,539	190	18	55
	Total	164	142	187 17	174 41	93 05	4,620	507	92	183
GLENDALE Grade V.	Josephine Upham									
	Effie M. Kempton	54	25	45 96	44 24	96 26	623	40	55	117
	Hannah B. Ford	49	23	29 11	27 99	96 15	407	16	27	72
	Isabelle E. Brown	16	20	31 22	29 46	94 36	638	12	20	46
	Emma G. Blanchard	26	33	43 31	41 30	95 36	730	43	26	64
	M. Ella McCann	52	32	37 61	35 91	95 48	616	20	30	83
	Delphine S. Nelson	9	2	19 65	19 15	97 46	181	12	12	12
	Eva M. Barrows	72	33	50 75	48 84	96 24	693	38	61	124
	Laura E. Burnham	4	3	18 99	18 37	96 73	224	8	18	4
	Grace T. Bailey	35	28	47 25	44 92	95 07	845	71	29	106
	Estelle F. Campbell	37	29	46 74	44 11	94 37	952	48	37	158
	Mattie E. Beale	55	53	43 75	36 01	82 30	1,304	74	22	40
	Minnie P. Davis	51	53	45 36	42 73	94 20	951	29	13	120
	Total	345	334	453 70	431 24	95 05	8,254	411	350	916
HANCOCK Grade IV.	Adella R. Goodrich	24	27	44 47	42 62	95 84	664	43	38	194
	Hortense Hersom	23	35	50 94	47 47	93 19	1,254	62	39	171
	Elizabeth Tupper	30	34	48 61	46 16	94 96	880	59	36	179
	Alice P. Blanchard	99	64	48 23	44 93	93 16	1,063	100	22	206
	Total	176	160	192 25	181 18	94 24	3,861	265	135	750
MT. WASHINGTON Grade VII.	Jennie E. Whitaker									
	Mary G. Woodman	34	49	38 51	35 90	93 22	943	47	18	69
	Mary I. Merchant	14	32	45 10	42 60	94 43	941	42	33	115
	N. Louise Laucey	22	34	44 71	41 53	92 88	1,750	50	38	111
	Elizabeth B. Marston	26	27	48 42	46 16	95 33	817	56	36	102
	Bertha M. Hyatt	28	33	46 87	43 78	93 39	1,116	75	34	48
	Gertrude C. Knox	21	34	44 98	43 28	96 21	615	44	55	114
	Clara L. Hammond	55	21	49 51	46 80	94 53	978	30	23	63
	Mary N. Philbrook	33	27	49 51	46 80	94 53	978	30	23	63
	Total	57	60	49 98	45 58	91 19	1,584	69	12	129
	Total	235	296	368 08	345 64	93 90	8,144	413	219	651

Attendance. — Table I. — By Grades — Concluded.

SCHOOL.	TEACHERS.	No. of pupils enrolled exclusive of re-enrollment.	BOYS.	GIRLS.	Average membership.	Average attendance.	Per cent. of attendance.	Half days of absence.	Cases of tardiness.	No. of pupils present in attendance for one term.	Visitors.
SUMMER ST.											
Grade IV.	Henrietta S. Pike	47	16	31	28.81	26.89	93.33	755	40	27	88
" III.	Mabel E. Beers	56	29	27	47.97	46.15	96.20	661	90	44	169
" II.	Hannah P. Currier	58	31	27	43.40	40.52	93.36	1,049	85	26	179
" I.	Susie H. Wallis	123	66	57	51.52	48.07	93.30	1,660	60	20	329
	Total	284	142	142	171.70	161.63	94.13	4,125	275	117	765
WARREN											
Grades VIII. and IX.	Harry E. Hamilton										
" VII.	Annie G. Hill	49	24	25	48.07	46.56	96.85	560	165	36	122
" VI.	Frances E. Wilson	47	19	22	33.74	31.43	93.19	306	43	6	44
" V.	Kate Lane	50	25	22	38.15	36.11	94.60	758	121	28	82
" IV.	Minnie E. Farnsworth	51	28	22	40.98	39.35	96.02	592	90	32	91
" III.	Emma A. Perry	53	34	17	44.41	41.17	92.72	1,172	90	13	25
" II.	Annie M. French	53	19	34	42.44	38.87	91.58	1,299	42	13	54
" I.	Eva A. Brown	13	1	12	17.80	16.20	91.01	483	29	5	11
	Julia G. Stockbridge	51	20	31	45.68	42.58	93.21	1,221	70	29	17
	Total	355	170	185	311.27	292.27	93.56	6,790	618	162	426

[illegible]

Table II. — Comparison by Years.

Statistical years ending Feb. 28 and 29; December 31, after 1880.	Whole No. of Pupils Winter Term.	Whole No. of Pupils Spring Term.	Whole No. of Pupils Fall Term.	Average No. Pupils.	Average Attendance.	Whole No. of children between 5 and 15 years of age May 1.	Per cent. of average attendance to No. of children between 5 and 15 years of age.	No. of Teachers employed.
1870-71					341	432	78.93	10
1871-72					399	503	79.32	11
1872-73	575	532		432	428	541	79.11	14
1873-74	609	583		481	445	602	73.92	16
1874-75	537	593		501	483	618	78.16	17
1875-76	650	623		518	*475	680	69.85	17
1876-77	664	653		556	506	697	72.50	16
1877-78	676	638		573	515	724	71.06	15
1878-79	754	709		611	561	744	75.04	17
1879-80	756	744		648	595	734	81.06	17
1880-81	846	752		687	622	764	81.41	19
1881	825	785		715	640	832	76.92	20
1882	763	774	890	743	674	879	76.67	21
1883	847	844	958	825	752	912	82.45	22
1884	893	894	1,031	882	800	965	82.90	26
1885	1,012	1,017	1,157	987	894	1,039	86.04	26
1886	1,116	1,152	1,231	1,083	985	1,145	86.03	29
1887	1,159	1,204	1,354	1,141	1,018	1,217	83.65	30
1888	1,317	1,428	1,549	1,305	1,181	1,415	83.47	31
1889	1,580	1,596	1,739	1,484	1,349	1,659	81.13	37
1890	1,680	1,792	2,146	1,873	1,539	1,847	83.32	41
1891	1,998	2,024	2,459	2,160	1,793	2,173	82.55	52
1892	2,364	2,443	2,904	2,337	2,180	2,541	85.82	61
1893	2,608	2,772	3,122	2,598	2,435	2,724	89.39	71
1894	2,901	3,187	3,477	2,906	2,748	3,040	90.26	81
1895	3,357	3,386	3,935	3,291	3,121	3,300	94.59	90
1896	3,638	3,600	4,248	3,600	3,432	3,638	94.07	103
1897	3,713	3,919	4,615	3,791	3,576	3,713	96.31	113

*Interruption of School by burning of Centre Schoolhouse.

Table III.—Total Expenditures.

Financial Year Ending February 28; December 31, after 1880.	Superin- tendence.	Salaries of Teachers.	Salaries of Janitors.	Fuel.	Furniture.	Text Books and Supplies.	Repairs and Additions.	Inciden- tals.	Total Ex- penditures
1870-71	\$300 00	\$5,763 41	\$294 25	\$293 40	\$536 67	\$198 32	\$837 72	\$220 15	\$8,443 92
1871-72	250 00	6,188 90	326 00	297 70	931 80	274 14	614 44	248 56	9,331 54
1872-73	300 00	8,209 06	427 32	358 00	935 60	392 37	640 74	180 13	11,443 22
1873-74	*	8,640 00	445 85	353 13	682 37	273 90	193 45	389 74	10,978 14
1874-75	*	9,576 00	557 79	556 63	627 00	350 56	1,312 55	619 57	13,594 10
1875-76	*	10,192 50	571 33	516 00	15 00	333 40	†2,086 74	854 20	14,752 17
1876-77	*	9,018 00	630 00	468 93	62 65	302 69	439 56	223 87	11,154 70
1877-78	*	8,351 00	630 00	412 10	97 47	191 81	415 45	460 32	10,558 15
1878-79	*	8,277 87	634 67	466 44	59 70	314 64	423 51	413 80	10,590 63
1879-80	*	8,261 00	639 97	495 48	52 62	362 58	364 31	417 38	10,535 31
1880-81	*	8,454 50	663 66	583 29	181 70	278 99	262 31	379 28	10,814 51
1881-82	*	7,428 90	593 95	723 93	178 30	458 87	509 36	528 64	9,893 41
1882	*	9,990 50	831 54	883 25	105 40	325 91	561 30	278 22	13,441 88
1883	*	10,750 75	913 80	906 06	600 10	1,811 30	569 68	282 84	13,523 25
1884	700 00	11,681 75	1,000 04	788 65	1,117 00	1,494 29	700 00	401 09	18,602 61
1885	300 00	12,665 00	1,168 00	879 00	1,117 00	1,350 73	740 96	665 94	18,959 23
1886	200 00	13,416 88	1,239 58	908 05	788 75	1,494 64	727 66	884 48	19,127 72
1887	*	14,527 50	1,416 67	1,183 52	677 82	1,732 69	1,106 75	865 15	20,912 29
1888	*	15,300 00	1,591 66	1,714 00	416 24	1,997 43	1,252 65	1,620 28	22,626 49
1889	*	16,790 63	1,724 99	1,737 00	931 99	2,150 28	1,385 24	1,850 81	26,655 47
1890	*	19,081 13	2,129 59	1,557 00	581 64	2,656 28	†1,844 83	1,424 47	28,736 59
1891	1,500 00	22,549 75	2,299 99	1,753 58	760 70	5,093 17	†15,374 68	1,403 57	34,854 45
1892	1,590 00	28,198 00	2,647 30	2,938 38	931 99	3,986 12	3,870 21	1,917 24	49,418 07
1893	1,650 00	34,184 84	3,170 75	3,727 24	3,328 34	5,345 37	3,111 44	2,470 71	63,416 98
1894	1,800 00	42,254 92	3,969 89	3,400 35	†† 785 00	5,333 35	3,111 20	3,216 41	70,659 84
1895	1,800 00	47,848 43	5,410 99	3,154 46	†† 889 86	6,444 15	3,535 54	2,678 71	78,994 35
1896	1,800 00	52,374 93	6,273 49	2,989 27	889 86	6,444 15	3,535 54	2,678 71	83,934 35
1897	2,100 00	53,750 25	6,717 00	4,862 68	2,364 89	7,229 73	3,935 53	3,775 28	89,735 36

* Paid from Salary Fund.

† Including \$1,249.06 for finishing upper story of Locust Street Schoolhouse.

** For ten months, financial year ending December 31.

†† Including \$859.48 for new boiler at Centre.

‡ Including \$1,771.40 for new sanitary at Centre and \$368.87 for a new room at Winslow.

*** Including \$3,000.00 for furnishing High School.

††† Including \$1,500.00 for furnishing the Hancock and Winthrop Schools.

**** Including \$1,500.00 paid on 1896 bills.



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Table IV.—Expenditure Per Pupil.

Financial Year Ending Feb. 28 Dec. 31, after 1880.	Whole Number of School Children, May 1.	For Teachers.	For Janitors.	For Fuel.	For Text Books and Supplies.	For Furniture.	For Repairs.	For Incidentals.	Total Cost Per Pupil.
1870-71 . . .	432	\$13 34	\$0 70	\$0 70	†	†	†	\$4 81	\$19 55
1871-72 . . .	503	12 70	05	59	.....	.....	.....	4 61	18 55
1872-73 . . .	541	15 17	79	66	.....	.....	.....	4 53	21 15
1873-74 . . .	600	14 36	75	60	.....	.....	.....	2 59	18 30
1874-75 . . .	618	15 49	90	90	.....	.....	.....	4 71	22 00
1875-76 . . .	677	14 98	96	92	.....	.....	.....	4 94	21 80
1876-77 . . .	702	12 83	90	67	.....	.....	.....	1 49	15 89
1877-78 . . .	724	11 54	87	56	.....	.....	.....	1 62	14 59
1878-79 . . .	744	11 13	85	63	\$0 42	\$0 08	\$0 57	55	14 23
1879-80 . . .	734	11 25	87	68	50	07	41	57	14 35
1880-81 . . .	764	11 07	87	76	37	25	34	50	14 16
1881* . . .	832	8 93	71	87	22	21	31	64	11 89
1882 . . .	879	11 36	95	1 03	52	46	31	32	15 29
1883 . . .	912	11 77	1 00	98	36	12	62	31	15 16
1884 . . .	965	12 83	1 04	81	1 48	62	99	88	18 65
1885 . . .	1,039	12 48	1 12	85	1 44	1 08	67	64	18 28
1886 . . .	1,145	11 72	1 07	80	1 18	44	90	60	16 71
1887 . . .	1,217	11 94	1 17	98	1 23	36	60	90	17 18
1888 . . .	1,415	10 81	1 06	1 21	1 23	29	78	61	15 99
1889 . . .	1,659	10 12	1 04	1 05	1 20	56	76	98	15 71
1890 . . .	1,847	10 33	1 15	84	1 17	32	1 00	75	15 56
1891 . . .	2,173	10 37	1 05	82	1 73	35	84	75	15 94
1892 . . .	2,541	11 09	1 04	1 15	2 00	35	2 11	55	19 45
1893 . . .	2,724	12 55	1 16	1 37	1 46	59	1 31	70	20 35
1894 . . .	3,040	13 90	1 30	1 12	1 75	22	79	81	20 86
1895 . . .	3,300	14 49	1 63	95	1 61	23	94	97	21 41
1896 . . .	3,638	15 00	1 73	82	1 77	24	97	74	21 71
1897 . . .	3,713	15 82	1 81	1 30	1 94	63	1 05	1 01	24 16

* Ten months.

† Included in incidentals, 1870-78.